

Inspection of Rosy Cheeks Nursery

The Old Church, 251 High Street, STOKE-ON-TRENT ST6 5EG

Inspection date: 2 December 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children and their parents receive a warm welcome from the friendly staff and manager. Children arrive with enthusiasm and settle quickly into the daily routines of the nursery. Children are cared for by the nurturing staff, who respond quickly to their emotional and physical needs. Children confidently explore the selection of interesting and enjoyable toys and resources, and make independent choices on the direction of their play. Children interact well with other children and use their imaginations to act out familiar roles. For example, children have lots of fun pretending they are on Santa's sleigh and are delivering presents in time for Christmas.

Staff plan enjoyable activities that incorporate children's interests and promote their next steps in learning. Babies are supported to develop their emerging walking skills. The room is organised so they have space to crawl or cruise around the furniture. They become fascinated as they press buttons to activate music and lights on interactive toys. Children enjoy playing in the well-resourced outdoor play area. They enthusiastically ride on trikes and wheeled vehicles and navigate the space available. Children test out their ideas as they roll balls down guttering of varying heights. They concentrate intently when filling containers with water to add to the soil in the mud kitchen. All children, including children with special educational needs and/or disabilities and those who speak English as an additional language, make good progress from their starting points.

What does the early years setting do well and what does it need to do better?

- The manager is passionate about supporting all children to have the best possible start. She leads the staff team very well and places a high priority on the well-being of staff and children. The special educational needs and disabilities coordinator works very effectively with parents and other professionals involved in children's education to fully support their progress and to provide an inclusive environment.
- Staff generally use effective methods to support children's communication and language skills. They work with small groups of older children to provide more-focused support and encourage them to share their own thoughts and opinions. However, staff in the baby room do not always fully consider how daily routines, such as mealtimes, can be used to extend children's communication and language skills even further.
- Children use various tools and mark-making resources to develop hand-to-eye coordination and strengthen their small-muscle skills. For example, babies learn to hold and use age-appropriate cutlery. Younger children explore the textures of play dough. They knead, roll and stretch the dough with dexterity. Staff weave additional learning into conversations as children play. However, on

occasion, some staff do not take advantage of opportunities to further extend children's learning in mathematics, specifically their understanding of certain concepts, such as numbers and counting.

- Staff help children to develop independence skills in preparation for their next stage in education. For example, babies are encouraged to feed themselves at mealtimes. Older children serve their own food and pour their own drinks.
- Staff act as excellent role models and speak to children and each other with respect. Children respond well to instructions. Staff praise children for showing positive behaviour and help them to understand what is expected from them. As a result, children's behaviour is good.
- Children are supported to develop an understanding of diversity and the wider world in an age-appropriate way. Staff plan enjoyable activities based on specific celebrations and festivals. For example, children taste foods from other countries and learn about other languages. Children enjoy walks in the local community to gain an awareness of the world around them and where they live.
- Staff are very effective key persons. They know children well. Children develop strong bonds with their key person. For example, they enjoy snuggling up to staff in the inviting and cosy reading areas. Children are supported well to develop a love of books as they listen intently to familiar stories.
- Staff work closely with parents to provide advice, support and reassurance. During the COVID-19 pandemic restrictions, the manager and staff kept in regular contact with families to check on their well-being. Parents speak very positively about the nursery and the approachable manager and staff. They value the wealth of information they receive about their children's progress and ideas on how to support children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to keep children safe. They have an excellent understanding of signs and symptoms that may indicate a child is at risk of abuse and neglect. They are mindful of a broad range of safeguarding concerns, including the 'Prevent' duty. The manager and staff are confident with the nursery's policies and procedures in relation to making child protection referrals, dealing with allegations, and whistle-blowing. The manager robustly checks the suitability of new staff and the ongoing suitability of existing staff. Staff carry out daily risk assessments of all areas used by the children and are qualified in paediatric first aid, which helps to ensure children's safety.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- build on the interactions staff have with babies to extend their communication

and language skills, especially during mealtimes

- support staff to implement the curriculum for mathematics more effectively to help further enhance children's understanding of mathematical concepts, such as numbers and counting.

Setting details

Unique reference number	EY420783
Local authority	Stoke-on-Trent
Inspection number	10066125
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	64
Number of children on roll	68
Name of registered person	Rosy Cheeks Nurseries Ltd
Registered person unique reference number	RP903504
Telephone number	01782 821022
Date of previous inspection	27 January 2016

Information about this early years setting

Rosy Cheeks Nursery registered in 2011. The nursery employs 15 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 or above, including one with early years professional status. The nursery opens from Monday to Friday, all year round, except for one week at Christmas. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Hulme

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together to look at how the curriculum is planned to meet children's needs and promote their development.
- A meeting was held with the inspector and the management team to discuss leadership and management arrangements.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation and checked evidence of the suitability of managers and staff working in the nursery.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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